



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

1209 East Indian School Road, Phoenix, AZ 85014

Osborn Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS<sup>1</sup>

Elementary Achievement Profile (a)

2005-06	Performing
2004-05	Performing Plus
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Dr. Claudia Johannesson  
 Schedule : 07:00 AM to 04:00 PM  
 Grades : Pre-K-6  
 Web Address : osbornnet.org  
 Phone Number : (602) 707-2700  
 Fax Number : (602) 707-2740  
 E-mail : cjohanne@osbornnet.org

Mission

We develop and implement structures and programming that will meet the needs of our diverse population so as to support their successful participation in a changing, multicultural, and global society.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status (b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü We will continue to increase the percentage of students meeting or exceeding the state standards, and to decrease the number of students falling far below the state standards as measured on the AIMS tests in reading, writing, and mathematics.
- ü All students will memorize and master 'math facts' appropriate to grade level.
- ü All students who enter Longview by October 1st, 2006 will move one level on the social score of the SELP test.

Enrollment

October 1, 2005 School Year Student Enrollment : 587  
 Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
 Number of Students Attending Under Open Enrollment in 2005-06 : 118

Instructional Programs

- ü Dual Language/Sheltered English Immer.
- ü Intentional Teaching of AZ Standards
- ü Extended Day Tutoring/Enrichment
- ü Gifted Instruction and Special Education
- ü Research based reading intervention prog

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Provide qualified, prepared staff for student instructional purposes. Provide a safe, healthy environment conducive for learning. Set and maintain high academic standards for all students. Communicate learning or lack of to all parents. Communicate schedules, events, student expectations in terms of achievement and behavior. Provide parent programming to increase the effectiveness of parenting skills so as to provide more student support.

Parents

Get students to school on time. Be involved in academic support at home. Communicate with school - e.g., attend all parent/teacher conferences. Support the idea of the importance of education and encourage students to do their best. Communicate with school on a consistent basis - not just when there are problems.

Transportation Policy

Transportation is provided for students who live at least one mile away from school, on the other side of a major street, or near any hazardous crossing. Transportation is also available for all special education students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Teacher of the Year - Sam's Club	2003
ü Student Artwork Chosen for Drug-free Calendar	2003
ü Block Watch Grant Recipient	2004
ü Kaboom playground project application accepted	2005

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	437	80010	100	99	99	428	438	447	26	18	10	20	20	18	38	46	53	16	16	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	224	38935	98	98	99	437	439	447	14	14	9	23	20	19	52	51	55	11	15	17
Male	44	212	40974	100	100	98	418	436	448	39	22	11	18	19	18	23	41	52	20	18	19
African American	12	51	4201	92	94	99	419	425	430	42	29	17	8	18	23	25	33	51	25	20	9
Hispanic	58	276	34545	100	99	99	432	435	432	24	19	14	19	20	24	38	47	53	19	14	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	49	3979	NC	100	96	NC	436	424	NC	10	17	NC	27	30	NC	49	47	NC	14	6
White	10	53	35142	100	100	99	NA	455	465	NA	9	5	NA	15	11	NA	53	56	NA	23	28
Students with Disabilities	NC	55	10161	NC	98	93	NC	404	419	NC	40	28	NC	31	28	NC	24	36	NC	5	8
Students without Disabilities	79	382	69849	100	99	100	432	442	451	23	14	7	18	18	17	42	49	56	18	18	19
Limited English Proficient Students	25	110	14013	100	100	97	392	404	413	52	34	24	20	32	34	28	35	39	NA	NA	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	84	381	39029	99	97	98	428	439	432	26	17	14	19	19	25	39	48	52	15	17	9
Non-Economically Disadvantaged	NC	56	40981	NC	100	100	NC	430	462	NC	25	6	NC	25	13	NC	36	54	NC	14	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	86	432	79438	98	98	98	413	430	451	31	20	9	29	28	24	37	47	56	2	4	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	222	38775	98	97	99	423	436	457	18	14	7	34	30	22	43	50	58	5	6	13
Male	42	209	40560	98	98	97	403	423	446	45	26	12	24	27	25	31	44	54	NA	2	9
African American	12	51	4178	92	94	98	396	424	439	42	22	13	33	31	29	25	45	52	NA	2	6
Hispanic	56	271	34297	98	97	98	421	425	434	29	23	14	21	27	31	46	46	50	4	3	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	49	3940	NC	100	95	NC	431	429	NC	12	14	NC	45	36	NC	39	47	NC	4	3
White	10	53	34887	100	100	98	NA	455	471	NA	13	4	NA	19	15	NA	58	63	NA	9	18
Students with Disabilities	NC	50	9588	NC	89	88	NC	381	416	NC	52	30	NC	22	32	NC	26	34	NC	NA	5
Students without Disabilities	79	382	69850	100	99	100	418	435	456	27	16	7	32	29	23	39	50	59	3	5	12
Limited English Proficient Students	23	105	13856	92	95	96	377	390	407	57	43	27	35	41	43	9	16	29	NA	NA	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	82	376	38685	96	96	97	414	431	435	29	18	14	30	29	32	38	49	50	2	4	5
Non-Economically Disadvantaged	NC	56	40753	NC	100	99	NC	421	467	NC	32	5	NC	27	16	NC	36	62	NC	5	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	436	79971	100	99	99	379	397	423	25	16	8	40	45	41	35	38	49	NA	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	44	224	38974	98	98	99	423	420	437	7	7	5	39	42	33	55	49	57	NA	2	4
Male	44	211	40895	100	99	98	336	373	410	43	26	10	41	48	47	16	26	41	NA	0	2
African American	12	51	4203	92	94	99	364	389	411	42	22	11	25	49	45	33	27	43	NA	2	2
Hispanic	58	276	34481	100	99	99	377	392	410	28	18	10	34	45	46	38	37	43	NA	1	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	49	3995	NC	100	96	NC	394	409	NC	14	10	NC	47	47	NC	39	42	NC	NA	1
White	10	52	35150	100	100	99	NA	425	437	NA	6	5	NA	40	35	NA	48	56	NA	6	5
Students with Disabilities	NC	53	10258	NC	95	94	NC	309	377	NC	49	23	NC	34	51	NC	17	25	NC	NA	1
Students without Disabilities	79	383	69713	100	99	100	391	408	429	20	11	5	42	46	39	38	41	52	NA	2	3
Limited English Proficient Students	25	110	13985	100	100	97	305	351	382	56	34	18	40	48	54	4	18	27	NA	NA	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	84	381	38994	99	97	98	384	401	409	24	15	10	39	45	47	37	39	41	NA	1	1
Non-Economically Disadvantaged	NC	55	40977	NC	100	100	NC	371	437	NC	25	5	NC	44	34	NC	29	56	NC	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	436	80147	99	100	99	465	473	482	18	14	11	17	17	17	46	50	49	18	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	223	39281	100	99	99	473	474	483	20	13	9	11	16	17	44	53	50	24	17	24
Male	38	213	40780	97	100	98	455	472	482	16	15	12	26	18	17	47	47	48	11	20	24
African American	NC	50	4249	NC	100	99	NC	465	464	NC	14	17	NC	26	22	NC	46	48	NC	14	13
Hispanic	49	260	33494	98	100	99	471	472	466	16	13	15	16	17	23	45	50	49	22	19	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	14	58	4117	100	100	96	471	480	456	14	16	19	7	7	27	64	60	46	14	17	8
White	19	60	36122	100	95	99	460	479	501	26	13	5	16	18	10	42	43	50	16	25	35
Students with Disabilities	NC	56	10295	NC	97	92	NC	422	443	NC	50	33	NC	21	26	NC	27	33	NC	2	8
Students without Disabilities	85	380	69852	100	100	100	467	480	488	18	9	7	16	16	16	46	54	51	20	21	26
Limited English Proficient Students	22	113	12722	100	100	97	424	444	441	45	27	27	23	24	33	32	43	37	NA	5	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	86	401	38371	97	98	97	466	473	465	17	14	15	16	17	23	48	50	49	19	19	13
Non-Economically Disadvantaged	NC	35	41776	NC	100	100	NC	469	498	NC	14	6	NC	20	11	NC	57	49	NC	9	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	430	79686	99	99	98	439	449	470	30	21	11	32	29	24	33	46	57	5	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	221	39163	100	98	99	453	454	475	24	18	9	26	29	22	41	47	60	9	7	10
Male	38	209	40438	97	99	97	421	444	465	39	23	13	39	30	25	21	45	54	NA	2	7
African American	NC	50	4228	NC	100	98	NC	460	458	NC	18	15	NC	26	28	NC	46	53	NC	10	4
Hispanic	49	255	33299	98	98	98	443	446	452	31	22	17	29	29	32	33	45	47	8	4	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	14	56	4087	100	100	96	430	449	446	21	13	16	43	38	38	36	48	44	NA	2	2
White	19	61	35914	100	97	98	443	457	489	32	25	5	32	21	15	32	49	67	5	5	14
Students with Disabilities	NC	50	9808	NC	86	87	NC	406	432	NC	60	35	NC	18	32	NC	22	30	NC	NA	3
Students without Disabilities	85	380	69878	100	100	100	442	454	475	28	16	8	33	31	23	33	49	61	6	5	9
Limited English Proficient Students	22	110	12594	100	97	96	389	417	422	77	44	34	18	33	45	5	23	21	NA	1	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	86	396	38095	97	97	97	440	449	452	29	21	17	33	29	32	34	45	48	5	5	3
Non-Economically Disadvantaged	NC	34	41591	NC	100	99	NC	452	486	NC	21	6	NC	26	16	NC	50	65	NC	3	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	92	434	80372	99	100	99	446	454	475	14	10	4	38	36	30	48	53	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	54	224	39452	100	100	99	461	461	488	11	9	3	26	28	22	63	63	72	NA	0	3
Male	38	210	40836	97	100	98	425	446	464	18	10	6	55	46	37	26	43	56	NA	1	1
African American	NC	48	4264	NC	100	99	NC	458	465	NC	10	5	NC	38	35	NC	52	59	NC	NA	1
Hispanic	49	259	33608	98	99	99	455	453	462	8	8	6	43	39	36	49	51	57	NA	1	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	14	58	4128	100	100	97	452	459	464	14	10	4	29	24	39	57	64	56	NA	2	1
White	19	61	36213	100	97	99	429	459	489	21	10	2	32	34	22	47	54	72	NA	2	3
Students with Disabilities	NC	54	10526	NC	93	94	NC	394	427	NC	30	15	NC	57	53	NC	11	31	NC	2	1
Students without Disabilities	85	380	69846	100	100	100	450	462	482	12	7	3	38	33	26	51	59	69	NA	1	2
Limited English Proficient Students	22	113	12747	100	100	97	391	414	432	36	22	12	50	49	52	14	29	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	86	398	38521	97	97	98	452	455	461	12	9	6	40	37	38	49	53	55	NA	1	1
Non-Economically Disadvantaged	NC	36	41851	NC	100	100	NC	439	489	NC	17	3	NC	28	22	NC	56	72	NC	NA	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	408	79306	99	98	99	486	495	504	19	18	13	26	23	20	45	41	49	10	17	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	200	38845	100	97	99	483	495	505	17	14	11	33	25	20	40	45	50	10	17	18
Male	36	208	40383	97	99	98	490	494	504	22	23	14	17	21	19	50	38	47	11	18	19
African American	NC	41	4171	NC	91	98	NC	489	485	NC	22	20	NC	24	26	NC	32	44	NC	22	10
Hispanic	53	252	32673	98	98	99	481	493	487	19	20	18	30	25	25	47	38	46	4	17	10
Asian/Pacific Islander	NC	11	2147	NC	100	99	NC	499	539	NC	9	5	NC	18	10	NC	55	46	NC	18	40
American Indian/Alaskan Native	NC	39	4034	NC	98	97	NC	489	479	NC	15	22	NC	21	29	NC	49	43	NC	15	7
White	10	65	36234	100	100	99	NA	508	523	NA	12	6	NA	17	13	NA	52	52	NA	18	28
Students with Disabilities	11	65	10286	100	90	91	466	455	462	36	45	41	36	28	27	27	23	27	NA	5	5
Students without Disabilities	67	343	69020	99	100	100	490	501	510	16	13	9	24	22	18	48	45	52	12	20	21
Limited English Proficient Students	26	95	10291	100	97	96	447	459	458	50	40	38	31	33	34	19	23	26	NA	4	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	71	367	37437	100	96	97	489	495	486	18	19	19	24	23	26	46	41	46	11	17	9
Non-Economically Disadvantaged	NC	41	41869	NC	100	100	NC	498	521	NC	17	7	NC	22	14	NC	41	51	NC	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	407	79000	97	98	98	462	470	489	26	18	10	30	29	24	43	51	58	1	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	41	203	38774	98	99	99	468	474	494	24	16	7	22	25	22	54	56	61	NA	2	10
Male	36	204	40150	97	97	98	456	465	485	28	20	12	39	34	25	31	45	55	3	1	8
African American	NC	42	4153	NC	93	98	NC	475	476	NC	21	13	NC	24	30	NC	50	53	NC	5	4
Hispanic	52	250	32508	96	98	98	461	466	472	27	20	15	31	32	33	42	46	49	NA	2	3
Asian/Pacific Islander	NC	11	2142	NC	100	99	NC	467	510	NC	9	4	NC	45	14	NC	45	67	NC	NA	16
American Indian/Alaskan Native	NC	40	4016	NC	100	96	NC	471	467	NC	15	14	NC	25	37	NC	60	46	NC	NA	2
White	10	64	36135	100	100	98	NA	483	508	NA	9	4	NA	25	14	NA	64	67	NA	2	15
Students with Disabilities	10	63	9991	91	88	88	NA	433	449	NA	43	33	NA	30	36	NA	27	29	NA	NA	2
Students without Disabilities	67	344	69009	99	100	100	466	475	495	21	13	6	31	29	22	46	55	62	1	2	10
Limited English Proficient Students	25	91	10199	96	93	95	422	430	439	56	45	35	36	44	47	8	11	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	70	366	37234	99	95	97	464	469	472	26	18	15	27	29	33	46	51	50	1	2	3
Non-Economically Disadvantaged	NC	41	41766	NC	100	99	NC	474	505	NC	15	5	NC	32	16	NC	51	65	NC	2	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	78	409	79611	99	98	99	465	465	496	19	15	7	41	46	37	40	39	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	42	201	39016	100	98	99	472	484	511	17	9	4	36	43	29	48	48	66	NA	NA	1
Male	36	208	40519	97	99	98	456	446	482	22	21	10	47	49	44	31	30	46	NA	NA	0
African American	NC	43	4188	NC	96	98	NC	482	486	NC	14	9	NC	37	40	NC	49	50	NC	NA	0
Hispanic	53	252	32855	98	98	99	460	459	481	21	18	10	40	46	43	40	37	47	NA	NA	0
Asian/Pacific Islander	NC	10	2149	NC	91	100	NC	NA	519	NC	NA	4	NC	NA	24	NC	NA	70	NC	NA	2
American Indian/Alaskan Native	NC	39	3992	NC	98	96	NC	474	478	NC	10	10	NC	54	46	NC	36	44	NC	NA	0
White	10	65	36380	100	100	99	NA	468	511	NA	12	4	NA	46	30	NA	42	65	NA	NA	1
Students with Disabilities	11	68	10664	100	94	94	413	390	440	45	41	23	36	41	54	18	18	22	NA	NA	1
Students without Disabilities	67	341	68947	99	99	100	472	478	504	15	10	4	42	47	34	43	43	61	NA	NA	1
Limited English Proficient Students	26	93	10362	100	95	97	398	400	438	46	41	22	50	48	57	4	11	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	71	369	37626	100	96	98	466	464	479	18	16	10	41	47	45	41	37	45	NA	NA	0
Non-Economically Disadvantaged	NC	40	41985	NC	100	100	NC	482	511	NC	10	4	NC	38	30	NC	53	65	NC	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	63	362	79327	100	100	98	485	516	518	40	20	19	24	17	20	32	49	46	5	14	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	189	38961	100	100	98	480	515	520	42	23	16	26	17	20	29	44	48	3	15	16
Male	32	173	40295	100	99	97	489	516	516	38	17	21	22	17	19	34	54	44	6	12	16
African American	NC	51	4247	NC	100	98	NC	496	499	NC	33	27	NC	12	24	NC	47	41	NC	8	8
Hispanic	41	220	32327	100	99	98	489	515	499	34	20	27	24	19	25	37	46	41	5	15	8
Asian/Pacific Islander	NC	NC	1939	NC	NC	99	NC	NC	556	NC	NC	6	NC	NC	10	NC	NC	47	NC	NC	36
American Indian/Alaskan Native	NC	37	4391	NC	100	96	NC	520	489	NC	16	32	NC	14	27	NC	65	36	NC	5	4
White	NC	46	36373	NC	100	98	NC	526	538	NC	13	10	NC	22	14	NC	50	52	NC	15	25
Students with Disabilities	10	45	9321	100	94	87	NA	477	467	NA	47	54	NA	16	22	NA	36	21	NA	2	3
Students without Disabilities	53	317	70006	100	100	100	491	521	524	32	17	14	26	17	19	36	50	49	6	15	18
Limited English Proficient Students	18	67	9431	100	100	95	446	470	466	72	54	53	22	21	27	6	22	18	NA	3	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	53	318	37097	100	97	97	487	518	498	38	19	27	26	17	25	30	49	41	6	14	7
Non-Economically Disadvantaged	10	44	42230	100	100	99	NA	501	535	NA	32	11	NA	16	15	NA	43	50	NA	9	24

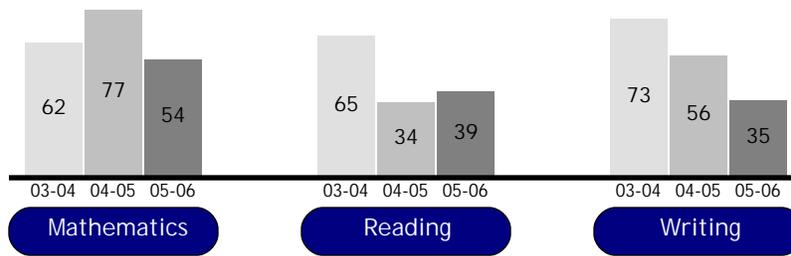
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	361	79501	100	100	98	467	485	497	23	12	10	39	32	25	35	52	60	3	4	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	30	189	39062	100	100	99	473	488	502	20	12	8	40	32	23	37	52	64	3	4	5
Male	32	172	40368	100	99	98	462	482	491	25	13	13	38	33	27	34	52	57	3	3	3
African American	NC	52	4279	NC	100	99	NC	473	485	NC	19	14	NC	33	30	NC	46	54	NC	2	2
Hispanic	41	220	32389	100	99	98	471	483	478	17	13	16	44	34	34	37	50	48	2	3	1
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	519	NC	NC	3	NC	NC	14	NC	NC	73	NC	NC	9
American Indian/Alaskan Native	NC	35	4401	NC	100	96	NC	491	473	NC	6	17	NC	26	40	NC	66	43	NC	3	1
White	NC	46	36446	NC	100	99	NC	501	516	NC	7	4	NC	30	15	NC	57	73	NC	7	7
Students with Disabilities	NC	45	9411	NC	94	88	NC	447	453	NC	27	36	NC	49	36	NC	24	26	NC	NA	1
Students without Disabilities	53	316	70090	100	100	100	472	490	502	19	10	7	38	30	24	40	56	65	4	4	5
Limited English Proficient Students	18	64	9401	100	100	94	426	443	443	56	41	40	44	48	46	NA	11	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	52	318	37183	98	97	97	471	486	479	21	12	16	40	32	34	35	53	49	4	3	1
Non-Economically Disadvantaged	10	43	42318	100	100	99	NA	480	513	NA	16	5	NA	35	17	NA	44	70	NA	5	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	62	364	80000	100	100	99	528	551	564	10	4	3	10	10	11	79	77	75	2	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	190	39288	100	100	99	543	565	579	6	4	2	6	6	6	84	79	77	3	12	16
Male	31	174	40644	100	100	98	513	537	549	13	5	4	13	15	15	74	76	74	NA	4	7
African American	NC	51	4307	NC	100	99	NC	527	551	NC	12	4	NC	10	13	NC	75	75	NC	4	7
Hispanic	41	223	32672	100	100	99	543	553	548	2	3	4	15	12	14	80	78	76	2	7	6
Asian/Pacific Islander	NC	NC	1945	NC	NC	99	NC	NC	592	NC	NC	1	NC	NC	4	NC	NC	69	NC	NC	25
American Indian/Alaskan Native	NC	37	4424	NC	100	97	NC	557	549	NC	3	3	NC	5	14	NC	89	77	NC	3	5
White	NC	45	36602	NC	100	99	NC	561	579	NC	4	2	NC	7	7	NC	71	75	NC	18	16
Students with Disabilities	10	49	9919	100	100	93	NA	494	505	NA	8	9	NA	37	35	NA	53	54	NA	2	2
Students without Disabilities	52	315	70081	100	100	100	539	560	571	10	4	2	2	6	7	87	81	79	2	9	12
Limited English Proficient Students	18	66	9571	100	100	96	468	494	502	28	17	10	17	20	29	56	64	60	NA	NA	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	53	322	37534	100	98	98	530	551	547	8	4	4	11	10	15	79	78	76	2	7	5
Non-Economically Disadvantaged	NC	42	42466	NC	100	100	NC	556	578	NC	5	2	NC	10	7	NC	74	75	NC	12	16

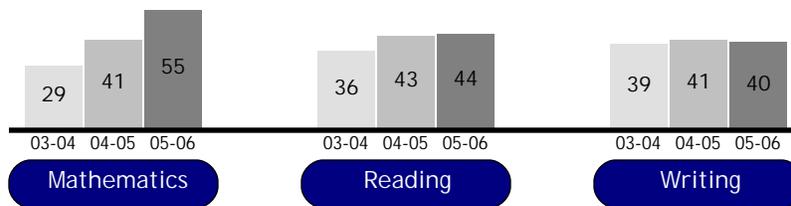
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	23	NA	58	99	26	32	47	98	17	24	46
	Language	100	16	21	50	99	20	30	47	98	20	27	48
	Mathematics	100	36	53	64	99	27	37	50	100	24	35	52
3	Reading	100	35	NA	55	100	28	30	44	99	21	28	46
	Language	100	38	43	61	100	24	28	44	100	21	27	46
	Mathematics	100	42	49	61	100	37	37	51	100	30	41	52
4	Reading	100	26	NA	56	99	37	36	48	99	28	34	52
	Language	100	28	33	52	99	39	37	49	99	32	35	52
	Mathematics	100	31	44	61	99	44	44	53	99	46	46	58
5	Reading	100	36	NA	55	100	34	38	50	96	35	39	56
	Language	100	31	31	49	100	35	38	50	97	37	37	54
	Mathematics	100	44	49	63	100	36	41	49	97	37	41	52
6	Reading	100	40	NA	56	100	48	44	51	100	34	48	56
	Language	100	35	33	48	100	38	37	47	100	32	41	50
	Mathematics	100	60	58	66	100	45	45	52	100	35	56	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 10 Teacher(s)
- 1 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Student Achievement
- Ü Instruction/Professional development
- Ü School Safety Issues
- Ü Budget
- Ü Community/Parent Involvement
- Ü School Structures/Schedules

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	41.00
Other Professional Staff	4.00	Teacher Aide	18.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	19	2	0	0
4 to 6 years	0	3	0	0
7 to 9 years	5	2	0	0
10 or more years	7	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	68
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	3%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Multimedia/Computer Center
- Ü Auditorium
- Ü Library
- Ü Science lab

Extracurricular Activities

- Ü Extended day and Summer Enrichment
- Ü Technology Exploration
- Ü Yearbook/Journalism Club
- Ü Intramural Sports
- Ü Interest clubs - ex. Rocket Club

Social Services

- Ü Osborn Health Partnership
- Ü Probation Officer
- Ü Pre-school, Head Start
- Ü On-site counseling
- Ü Crisis intervention team
- Ü Parent liaison
- Ü Olweus Bullying Prevention Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Results of the 3rd grade 2006 AIMS scores showed 16% more Category 1 students scored in the Meets and Exceeds category in Reading than in 2005. The number in Meets and Exceeds went from 38% in 2005 to 54% in 2006.
  
- ü The 2006 AIMS scores showed 10% more Category 1 students scored in the Meets and Exceeds category in math than in 2005. The number in Meets and Exceeds went from 61% in 2005 to 71% in 2006.
  
- ü Results of the 2006 AIMS scores showed 22% more 5th graders in the Meets and Exceeds categories in Math than in 2005.
  
- ü Results of the 2006 AIMS scores showed 8% more 5th graders in the Meets and Exceeds categories in Reading when compared to 2005.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	94	95	94	95
Promotion Rate <sup>5</sup>	91	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We currently use a bullying prevention program entitled Olweus. Because of our involvement with a state positive behavioral initiatives grant, we now have consistent building routines and procedures that are clearly stated by our STAR (Safety, Teamwork, Achievement, and Respect) program. We now use positive incentives for desired outcomes - e.g. getting to school on time, regular attendance, orderly classroom environments, etc.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Claudia Johannesson	(602) 707-2710
Transportation Policy	John Bachler	(602) 707-2050
Community Resources	Sindi Westberg	(602) 707-2002
School Nutrition Programs	Sheri Ottersen	(602) 707-2020
Parent Organization	Roxanne Platero	(602) 707-2746
Student Health/Nurse	Gina Vairo	(602) 707-2715

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

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\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.